# Non-Credit Matriculation

Citrus College

Non-Instructional Program Review

Spring 2009

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## IV. Effective Practices and Opportunities for Improvement

### A. What is working well?

- The non-credit matriculation staff shares the same focus to find the most effective way of meeting the needs of its students.  The counselors are conscious of the fact that non-credit students possess highly individualized needs requiring flexibility and creativity in helping them plan their educational paths.  The clerical staff provides outstanding support to the department, staff and students.  Overall, the department staff is communicative, works well together, is supportive of one another's ideas, puts students first, and truly exemplifies the definition of team.
- The composition of the staff is highly diverse.  Counselors have specialties in Marriage & Family Therapy, Career Development, Social Work, and are bilingual in Spanish.
- Basic skills workshops and tutoring sessions provide additional support to non-credit students.  Workshop facilitators are well-qualified and are experienced in their related fields of study.  The basic skills workshops and tutoring sessions offer the personal attention that students need to succeed.
- Non-credit matriculation has an adequate budget to meet the growing needs of its programs.  There are ample supplies, classroom materials, and equipment.
- The department offers a wide variety of personal, career, and academic workshops such as resume writing, preparing for exams, and time management.  This facilitates supporting the non-credit students while pursuing their goals.
- The department worked hard in the 2006-07 school year to plan and implement new projects, including receiving two CAHSEE preparation grants (Class of 2006 and Class of 2007), creating and obtaining approval for the Non-Credit Counseling 860 Course (College Life).  The department was also instrumental in offering the POWER Math program.
- Non-credit matriculation developed partnerships with five local school districts (Duarte, Monrovia, Glendora, Azusa, and Charter Oak) due to the implementation of two CAHSEE preparation grants.  Through these partnerships, students have enrolled in non-credit classes.
- The department's communication tools; brochures, flyers, PowerPoint orientation presentation, and web site have been updated/improved.

### B. What areas need to be addressed more effectively?

- The request to hire a full-time secretary dedicated to the non-credit matriculation program was recently denied.  The department's clerical support staff currently consists of a 40% secretary, a part-time administrative assistant, and a student worker.  It has been a challenge to deliver the complex requirements with efficiency and continuity; provide efficient coverage; disseminate Non-credit Matriculation and CAHSEE program information in a timely manner; and expand the department's programs.
- The CalWORKs, Non-credit Matriculation, and the two CAHSEE programs share the adjunct office space.  Therefore, at times problems arise regarding office availability for the non-credit adjunct counselors.  The lack of office space creates difficulty in scheduling counseling appointments and department events, so planning for the department is a constant challenge.  CalWORKs has priority using the adjunct offices.
- Non-credit matriculation collects data from several sources including SARS, both manually and by self-created Excel spreadsheets.  Extracting data for reporting purposes (MIS and otherwise) can be inaccurate and unnecessarily time consuming.  The department meets with undocumented students who until recently were not issued a Citrus College identification number making it difficult to accurately identify, track and report this population of students.  The non-credit matriculation program is unable to report accurate information.
- The department's name, Non-Credit Matriculation, is deceiving and may discourage students from using its services.  For example, changing "non-credit" to another word such as "lifelong learning" may be more inviting.  The term "non-credit" would still be used for in-house and reporting purposes to the Chancellor's Office.
- Additional pre-enrollment and promotion of the department would be beneficial to potential students.  Program visibility is a priority.
- The department's Non-Credit ESL Placement assessment instrument has not undergone the appropriate validation process.  The Non-Credit Matriculation coordinator and the Dean of Counseling Programs and Services, worked together to attain this approval; however, they have met resistance from other departments, which has brought the process to a standstill.

- The department does not utilize a follow-up process to further support and retain its students in order to persist towards their goals.
- The department's brochures and flyers are not translated into any other language; translation is vital to the program. Many students who are from other countries inquire about the program.
- The department would like to explore the unique needs of the ADD population in the acquisition of basic skills and possibly develop a small program to address their needs and learning styles.

### C. Any exemplary practices and services that may be replicated by other colleges.

- During a first-time counseling appointment, students receive intake and orientation information, an SEP is completed, and students are assisted with registration. If time allows, students are personally guided to their classrooms and/or the College Success Lab. The non-credit student population needs individualized attention due to many factors such as the anxiety of returning to school as an older adult and the many outside responsibilities that non-credit students face. The hope is to increase the students' retention and persistence toward meeting their goals.
- Counselors visit non-credit ESL classes and Basic Skills Workshops every fall and spring to share updates and Non-Credit counseling services information with the non-credit students. The department feels that with more use of counseling services, retention, and persistence will take place in order for students to achieve their goals.
- The department conducted its third annual Let's Connect Luncheon, which brought together individuals who work with non-credit students (i.e. – non-credit ESL instructors, the dean of continuing education, the college success counselor, basic skills workshops facilitators, and CAHSEE grant partners). The purpose of the luncheon was to increase communication with departments who work with non-credit students and to inform them of the non-credit matriculation services available to students.

    Non-credit matriculation services provided to students include:
    - Academic, Personal and Career Counseling
    - Basic Skills Workshops (reading, writing and math)
    - Support Group
    - Parenting Program (STEP)
    - College Success, Personal Enrichment and Career Development Workshops
    - Tours
    - Rewards System
    - CAHSEE Preparation Grants
    - Tutoring
    - College Life Course
    - POWER Math
    - Assessment Preparation

### D. Any successful pilot projects implemented by your program.

Non-credit matriculation provides student support services to students enrolled in the Introduction to High School Math I class offered by the non-credit instruction department. This unique program is called POWER Math. The 2007 POWER Math program is an intensive, eight-day, math preparation program that helps students strengthen and refresh their math skills to their fullest potential. The components of the program consists of the use of ALEKS software, class lectures, small group tutoring, counseling, and college success workshops (improving study skills, test taking skills and test anxiety) in a fun and supportive environment. By successfully participating in POWER Math, students are given the opportunity to retake the math portion of the college's math placement test. Additionally, it prepares students for their first math class. By potentially obtaining a higher math placement score, students are able to save extra time from taking additional math classes, and save hundreds of dollars in tuition, supplies, and textbook expenses. Participating students made a progress gain between 18%-66%; and 86% of the students who retook the math placement test improved their placements by one or two levels.

## V.   Planning Agenda

- New Plans - Accurate collection and reporting of MIS data
  Timelines - spring 2008
  Resources Needed - Meet with institutional researcher and TeC Services director; to gain understanding of Banner software reporting tools
  Person Responsible - Non-credit matriculation coordinator, institutional researcher and TeC Services director

- New Plans - Develop follow-up process to include tracking of students
  Timelines - spring 2008
  Resources Needed - N/A
  Person Responsible - Non-credit matriculation coordinator and counselors

- New Plans - Validate Non-Credit ESL Placement assessment
  Timelines - fall 2008
  Resources Needed - Credit faculty to assist in process & formulate validation timeline with consultant
  Person Responsible - Non-credit matriculation coordinator

- New Plans - Develop services for students with special needs who require special accommodations, along with establishing a policy, process or procedure
  Timelines - Spring 2008
  Resources Needed - Meet with Non-Credit faculty and counselors to discuss accommodation possibilities along with needed materials and/or equipment
  Person Responsible - Non-credit matriculation coordinator and counselors

## VI. Implementation and Technical Assistance

A. **Is there any training or technical assistance that you believe would improve the effectiveness of your programs?**

- MIS data collecting and reporting.
- How to effectively assist non-credit students who need special accommodations, but do not have access to credit DSP&S services.

B. **Are there any laws, regulations or other requirements that you find problematic in implementing any of these categorical programs to your college? (Optional)**

- The language in Title 5 needs to address non-credit services and programs in greater detail. (We are aware that Title 5 is currently being revised to include more language regarding non-credit.)
- In light of open access, special accommodations, and the repeatability of non-credit classes, makes it challenging to work with students who are not proving to benefit from non-credit instruction.